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Robert D. Shumer

University of California - Los Angeles

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COMMUNITY-BASED LEARNING

A STUDY OF A MODEL DROPOUT PREVENTION PROGRAM

**Robert Shumer
Field Studies Development
UCLA**

With Assistance from Robert Garot

November 28, 1990

**NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066**

EVALUATION: UCLA/LAUSD COMMUNITY-BASED LEARNING PROGRAM

Introduction

Dropout prevention is a major concern of school districts throughout the country. In Los Angeles it is estimated that 39% of students fail to graduate from high school. Nationwide, the rate is not too much different, especially in inner city communities where large numbers of Hispanic and African-American youth attend school. While dropout rates have been traditionally high for decades, people continue to ask, why? Many billions of dollars have been spent trying to answer this question and many programs have been developed which attempt to address some of these problems. No one has come up with a comprehensive answer nor has anyone developed the all encompassing program.

In one attempt to deal with the dropout problem, UCLA faculty from education, sociology, English, history, and geography, in cooperation with Field Studies Development, forged a partnership with the Los Angeles Unified School District and have turned existing high schools and continuation schools into community-based learning (CBL) programs. Primarily funded from Job Training Partnership Act money, high school students in these programs attend field sites two days per week to learn how basic skills and academic subjects are applied in real world settings and, in addition, receive mentoring/tutoring services from college students. The underlying philosophy of this program is that dropouts leave school because it is unrelated to their lives and their career aspirations, that school is impersonal, that students are not active participants in their own education, and that students do not have enough hands-on experiences both in the classroom and in the community. Research on dropouts supports these notions as plausible reasons why students do not persist in high school (Weis, Farrar, and Petrie, 1989).

After reviewing many studies of dropout prevention programs, Margaret Orr claimed that programs which are "small in size, done in non-traditional settings, that foster close working relationships between staff and students, emphasizing support and encouragement, employing comprehensive and multifaceted service approaches, that emphasize improvement of basic skills and self-esteem, and that have work experience or other experiential learning, have had no evaluation which has tested the effectiveness of these program characteristics in keeping potential dropouts in

school (Keeping Students in School, 1987, p. 16)." The UCLA/LAUSD Community-Based Learning Program (CBL) is just such a program, and the research reported in this study describes the effectiveness of the program in improving student attendance and student grades and determines which program characteristics contribute most to this success.

As the study was being developed, certain questions emerged as central to the investigation. The questions were: a) what program components have the most influence in retaining students in school, b) what relationship does the field-based activity have to student motivation and to academic learning, c) how do student-adult relationships in CBL programs differ from those in traditional programs, d) how does the size of the program influence student attitudes toward school? These questions focus attention on the role of learning outside of the classroom, on adult-student interactions, and on the size and structure of the educational program. Previous research on school dropouts indicated that the relevancy of the educational program to the lives and aspirations of students, the human connection students felt with the program, and the ability of students to exercise choice within the educational program were important contributors to student success and to student retention in school (Newmann, 1989).

*Retention
Learn*

SETTING

Two schools served as settings for inquiry. One is a K-12 magnet school with approximately 500 students. The focus of the investigation was in grades 9-12, with most participants in grades 11 and 12. The Community-Based Learning Program, a special program within the school, was composed of a multi-ethnic population of 60 students, who are primarily Caucasian, Latino, and African-American. Students in the program spend two days per week at field sites exploring occupations selected by the student, learning how basic skills and academic subjects are applied in off-campus settings. They spend three days per week on campus doing more traditional school work through individual and small group activities. College tutors from local universities are available to assist with classwork or to talk about other topics. Many of the college students receive academic credit for their work, often coming from education, sociology, and English courses. Two teachers are responsible for the entire school program, assisted by a job developer supplied by the UCLA to create community field sites and to monitor student progress at the sites. There is a community coordinator, also from UCLA, who assists with curriculum development and who organizes and manages the college tutorial component. The study was conducted during the first year of operation of the CBL program.

The second school is a continuation school located in an inner city environment. The community is primarily African-American; the school is composed of approximately 70 students, grades 10 -12.

The CBL program consists of some 35 students and exists as a program within the school. There are only three teachers who work at the school, and all three participate in the program. Each has an area of expertise, consisting of Math/Science, English, and Social Studies. In addition, UCLA supplied a job developer and a community coordinator to work with the school staff. Students do individual work in classes three days per week studying a variety of typical high school courses and spend two days per week at community learning sites exploring careers and learning how skills and subjects are applied in the working world (similar to other CBL program). Tutors from universities are available to assist students with their coursework or to talk about other topics. Some of the college students, too, get credit for their work in education, sociology, and English courses. The study was conducted during the third year of the CBL program.

METHOD

The original evaluation design called for the study of four high school programs involving 120 CBL students and 120 comparison students at the same schools. However, because of late approval from the funding agency and delays from the school district in approving the study, there was only enough time to study two schools, and in fact, the second school was only partially investigated. The time period covered only March (piloting), April, May, and the first week of June. Thus, the data for the study was only reported from one school.

Initially two ethnographers were hired to conduct the major part of the study. Both were familiar with educational programs, although neither had ever worked with a program such as CBL. Meetings were held to discuss the research design and to develop the various instruments and surveys for the study. Once the instruments were developed, they were field tested at the magnet school where the formal study was later conducted. Forms and questions were revised based on student responses, and the final forms were then readied for use in the actual study.

The comparison group at each school was randomly selected from classes whose teachers agreed to participate in the study. Students had to sign parent approval forms, so several of the students who were initially selected did not actually participate, *and* so alternate students were chosen. The comparison group reported in the study only came from the magnet school and tended to be younger and have more female participants than the CBL group.

The study was then conducted at two schools: the magnet alternative school and the continuation school. Students completed surveys about the CBL and comparison programs, were interviewed (along with staff and parents), and observations were made at each school. Data was collected on student absence rates and grades from school records.

Researchers spent time in the schools two days per week working as tutors and doing participant observations. They interacted with students in roles as both staff and as interviewers, developing strategies to gain rapport with students and information about the program. They also did observations as they visited community field sites. Because of the short duration of the study, researchers did not feel they gained total acceptance by students and staff--they occasionally got beyond their roles as outsiders.

They also worked with school teachers to identify students for case studies. It was initially planned to select students representing those having excellent, medium, and poor experiences in both the CBL and the comparison programs at each school. However, teachers in the program had difficulty identifying student categories "because everyone's so different." Through a process of reviewing students, getting teacher feedback, and then eliminating those who refused to participate, three students were selected from the CBL program at the magnet school (an African-American male, a Caucasian female, and a Latino male).

A similar process occurred with the comparison group, although only one teacher was involved in selection at the magnet school. Students were identified based on teacher perception and student willingness to participate. Three students were chosen: a Caucasian female, an African-American female, and a Latino male.

Case studies were conducted with each student. These studies consisted of observations and interviews. Because more time was spent with CBL students than with the comparison group, better rapport was established with the CBL students. In both cases, though, sufficient time was spent to gather basic attitudes and opinions, at least from the students at the magnet school.

In addition to the case studies, surveys were administered to students in both the CBL program and in the comparison group. Students completed the surveys in May, close to the termination of the school year. Sample survey forms are found at the end of this report.

Interviews were also conducted with teachers in both the CBL program and the traditional school. Again, because of more involvement with CBL program, the researchers felt they had better rapport with the CBL group.

Parent interviews were also conducted with four parents. Unfortunately, there was little information gained because two of the parents were Spanish speaking only, and were unable to communicate effectively with the researchers who spoke only limited Spanish. The two parents contacted by phone thought the interviews were about their child's grades because they focused much of their discussion on this topic. Thus, there was not enough

time during the study to do additional follow-up interviews to determine parent reactions to the CBL program. This will need to be done at a later date.

// DATA ANALYSIS

The intent of the study initially was to determine the impact of the CBL program on student performance and retention. In addition, the focus of the investigation was to determine which program components had special value for learning and for keeping students in school. The data reported here provides information on those areas and all indicate the need for additional information based on trends discovered in the study. It should be noted that because there was no random assignment of students to the two programs, the results reported show relational strengths, not cause and effect. The qualitative data helps to explain causation, but in no way suggests that what occurred in the magnet program can be replicated simply by creating another CBL program. There needs to be more research before one could attempt to make causal claims about the program.

Data was collected on student attendance for the year prior to CBL involvement and for the year in CBL for one of the schools studied. Comparison group attendance data was similarly collected for the year prior to the study (1988-89) and for the current academic year (1989-90). A t-test was conducted comparing mean scores for CBL and comparison groups for both years. In the year prior to CBL (1988-89) there was a significant difference (0.05 level) between CBL and comparison students, with CBL students (mean 36.97) absent more than the comparison group (mean 21.34). In academic year 1989-90, there was not a significant difference between CBL students (mean 30.43) and comparison group (mean 22.14), although CBL participants still exceeded comparison group absences. It should be noted that the difference in the change was significant, with CBL students declining from 36.97 to 30.42 days absent per year compared to an increase from 21.34 to 22.14 for the other group. This indicates that the CBL program, at this one school, had a positive relationship with student attendance.

Teacher interviews shed some light on reasons why attendance improved. One teacher explained:

Attendance is not as bad as last year. Jennifer missed about 2 days a week last year, but now she's here almost all the time. We don't have a problem with ditching, which you usually have in most classrooms. I don't know if its the program or just how we run things. Most of them really wanna go to their site. Like Joe, he only goes on site days.

(P.34, B.G. Field Notes)

The field site component seemed to motivate students (like Joe) to show interest in some aspect of schooling. This perception is supported by the survey results, which indicated that the field

experience was the most highly ranked program element which helped keep students in school.

The other teacher had a different notion of why attendance improved.

They're more interested in what happens. This is a more relaxed atmosphere than in other classes. They don't have a lot of pressure to keep up. I think N and I are nicer than most teachers. We don't believe in tests. I think N gives them now and then, but I don't do that very often.

(P.35, B.G. Field Notes)

So besides the field experience contributing to CBL success, it seems nice teachers, relaxed atmosphere, and an emphasis on learning rather than testing were identified by teachers as contributing to the success of the program.

As for a gross measure of student learning, as reflected in student grade averages, a similar finding was noted. In the 1988-89 academic year, CBL students had a significantly lower overall yearly grade point average (mean 1.79) than did the comparison group (2.53). Yet, by the end of the 1989-90 year, CBL students achieved a higher GPA (2.50) than the comparison group (2.37). Therefore, there was a major improvement in school performance noted.

To gather more information about the role of various CBL components on student learning and retention, surveys were administered to both CBL and comparison students on aspects of school programs (see Appendix for sample surveys). While the return rate of student surveys was a bit disappointing (only 29 of 58 CBL students), as was that of the comparison group (17 of 28 comparison students), students did identify particular elements of the programs which were helpful in keeping them in school and in assisting them with learning. Of 14 areas identified, which students rank ordered from most to least important, CBL students listed the field component as having the most influence on school retention. One student indicated that "the field site shows you the connection between school and work. You need to develop the sense of responsibility the field site provides." Another said "I like my job. To do what it is I do, which is what I want to go into, I need a college degree." Field experiences seemed to motivate and inspire students to consider either a college education or to think how success in school could lead to fulfilling work in the future.

As for program elements which helped with student learning, the one area ranked highest was "help from college tutors." A student remarked that "tutors help you on anything you need; you can work

alone with them." Another explained that "tutors are basically around your age group; it is a lot easier to relate to them than a lot of teachers. When they teach you, its more like a friend learning together than teacher and student."

The importance of the tutors is reflected in a comment by one of the students in the CBL program. He said:

At one time, like in the second month of school, N and M were gonna stop the program because they couldn't handle it, especially during grading times. People would come up to them [tutors] and ask, 'What do I need to do in this class, what do I need to do in that class, and they [N and M] couldn't keep up.

(B.G. Field Notes, p. 49)

Teachers could not operate the program without the assistance of the tutors; they were an integral part of the program, often serving along side the teachers as instructional staff. Students relied on them for academic assistance.

However, their assistance was also personal. Tutors, as reported in their own interviews, developed good relationships with students. In one such interview, a tutor discusses the importance of the relationships to learning and motivation.

Me and Barbara [student] are close. I have a good time with the students here. It's not like going to work. I'm friends with a lot of them..... The program is based on these relationships. You have to develop these relationships. A lot of them [students] aren't motivated. You have to develop the relationship in order for them to get their work done. Without the tutors or the teachers, and say, by only looking at the examples in the algebra book, they wouldn't get a whole lot outta that.

(B.G. Field Notes, p. 50)

Tutors contributed through their academic assistance and the human dimension they brought to the educational process. It seemed that both tutors and students agreed that the personal interaction made the program different from any they had before--and that is what motivated them to learn.

Comparison group students indicated that they stayed in school because of the social climate and because of their relationships with teachers. They felt "class assignments" helped them to learn best. Student responses included "I think it [class assignments] provides a lot of help because doing class assignments are fun." Another student said she learned from class assignments "because they drill you on the subject."

CBL students also indicated that they liked the smaller, more

intimate atmosphere of the program. In fact, one student stated that "this [CBL program] wasn't a real school," suggesting that the personal relationships with teachers and tutors, coupled with the supportive atmosphere of the CBL program, eliminated the adversarial relationships so closely associated with traditional school. Another stated that she liked the small size "because you can learn better without too much people around."

Case studies revealed more about the school programs. CBL students discussed the value of field sites as places to explore careers, to feel more responsible and grown up, and to have personal contact with adults. What seemed to matter for the students was the opportunity to be involved in their learning programs, to have choices about what they would study and where they could learn things. Students valued the options given to them by the program, as well as the opportunity to set their own pace of learning.

For one case study student, Alice, there was a lot of learning taking place. According to her teachers, she learned about responsibility and self esteem, but she was also learning about the retail business and, in her spare time, learning about nutrition. Additionally, she learned that while she may still want to be a real estate broker, she may not necessarily desire to work in a real estate office. "Most importantly, she enjoyed her experience, and this may have changed her life (p.68, B.G. Field Notes)."

When Alice talked about her CBL program she mentioned how her grades had changed. She said:

"they've improved a lot." They go up and down over the 5 week period, but they are much better overall. I went from straight fails to C's and D's last year, and now I'm getting A's and B's and C's. I'm getting normal grades now.

(P.83, B.G. Field Notes)

Alice attributed her grade improvement to her new attitude. "I like school now," she said.

"From kindergarten to the 9th grade I never liked any class or school. So I decided that if I didn't like school I wouldn't go. From the 7th grade on I ditched all the time. If I don't like something I won't do it. Maybe that's not right, but that is how I am. I screwed up a lot. I faked report cards. My friend came here (magnet school) and said she actually liked school. I couldn't believe it. It was weird. I always hated school--I never wanted to get up in the morning. Now I like school. I know how it is important and I go. The teachers here are open. They help you get things done. They don't just explain, they do it with you, and it helps.

(P. 83, B.G. Field Notes)

Comparison student case studies indicated a greater acquiescence to the educational system. They liked the student-teacher interactions, thought school was not supposed to be too exciting, and were supported by friends in the social environment of the school. One interview summarized the best parts of being in school: "to be with friends and learn new things. That's basically it (p.28)."

Observations of the students in class revealed that there was not much interaction between these students and the teachers (unlike the CBL students) and that the predominant work in the class was seatwork or class discussions where the teacher did most of the talking. There were no sources of additional help in the classrooms, such as tutors, so students had to rely more on their own efforts or brief encounters with the teachers. This frustrated some of the students interviewed, but they accepted it as just part of the school experience.

The brief investigation of the comparison students and the more traditional classroom-based program reinforced findings from the Coleman study in the 1970's (Coleman, et al. Youth, Transition to Adulthood, 1974), which revealed that students were primarily interested in the social life of school, and only secondarily concerned with the academic agenda of the institution. Students talked about how much they enjoyed their interaction with friends and that school provided social opportunities to be together.

DISCUSSION

Margaret Orr said we needed to examine multi-dimensional programs which were supposed to address problems of potential dropouts. The CBL program studied here is just such a program, with individualized instruction, small group work, student initiated learning activities (especially community-based learning activities), extra counseling services, college tutor/mentors, small program size, and caring and involved teachers. Quantitative data revealed that the CBL program did have a significant relationship between grades and attendance, two traditional measures of student success in school and two indicators of continued persistence in education. Both qualitative and quantitative data indicated that certain program components were considered important to retention and learning in school.

Based on case studies and surveys, students indicated that the field experiences and the college tutors were the most important components of the program. CBL students rank ordered the 14 items on the survey and listed "field experiences in the community" and "college tutors--assistance on school work" as the two program elements which motivated them to stay in school and helped them to learn while they were in school. The reasons mentioned for valuing these components included personal attention, personal choice of

activities, development of personal relationships, exposure to adult environments and adult responsibility, and the creation of a program that "didn't seem like school." Students appreciated the opportunity to have dialogue with adults about school, about life in general, and about personal issues. The CBL program differed from the traditional one because it included many more adults in the educational process, both in the classroom and in the field. Students had opportunities to discuss their schoolwork with people who were "closer to their own age" and people who could demonstrate a personal interest in their education and in their lives.

Students saw the field experiences as motivational. Not only was the daily routine of school altered by the CBL schedule, students had a chance to connect their future goals with their current education. For some students it was a chance to explore career options and to combine career interests with traditionally academic courses....English, math, social studies, etc. While the connections were not always easily or effectively made, students perceived that there was a relationship between what they did in school and what they did in the field. Students also indicated that the field experiences were a good source of learning. Exactly why that occurred was not exactly clear; it was only felt by students (as revealed in the survey) that learning was enhanced by the field work.

There appeared to be quite a contrast between the CBL program and the traditional program when it came to student-adult interaction. Researchers indicated that in traditional classes the teachers did not have much interaction with students. Teachers remained separate from the students, often working at their desk, while students did seat work or listened quietly to lectures. However, in the CBL program, students were observed working much more in small groups led by teachers and tutors. Often the student-adult ratio was four or five to one. This never occurred in the traditional classroom. At the field sites the numbers were even more pronounced--students literally worked one on one with adults. In many cases, the number of adults exceeded that of students. Thus, the CBL program offered many more opportunities for students and adults to interact on a personal basis.

The emphasis on personal relations was reinforced through students perception of the importance of program size. While survey data indicated that program size had little influence on motivating students to stay in school, it was perceived as important in helping students to learn. Students ranked "program size" fifth out of the fourteen items, indicating that such size was important in allowing for personal contact between students and teachers. Comments about the size of the CBL program ranged from being "noticed" (in regular programs you are not noticed) to being "small and the tutors have more time for you." Size was equated with learning...the more opportunity for adult-student interaction, the greater the chance for learning to occur.

Conclusion

What mattered to students, according to this study, were personal relationships between students and adults--both in the CBL program and in the comparison group. CBL students were able to establish relationships with teachers, college tutors, and field sponsors because of the smaller classroom ratios and the individual attention provided by the tutors and the sponsors. Perhaps the greatest contribution of the CBL program was the infusion of additional adult role models into the educational process, something not available in the more traditional system.

Yet even the comparison students praised the social environment and their relationships with teachers as being the most meaningful elements of their educational program. This suggests that it is perhaps the human factor that plays heavily on student engagement, retention, and success in educational programs. It certainly seems plausible that students need to enjoy their school work and feel challenged by what they do, but it also is important (at this school) that students feel connected with other human beings in the educational system.

The trends in the data, both from quantitative and qualitative sources, indicate that there are important elements of dropout prevention programs which bear further study. The role of the field experience and the tutor need to be examined more closely to determine just how they assist in keeping students in school and how they function to improve student learning. This initial evaluation/study suggests that where students identify field experiences and tutors as important elements in the educational system, there is improved attendance and improved grades. Further study is needed to determine what causes this improvement; indeed, whether community-based learning programs can consistently achieve student outcomes similar to those identified in this study.

In addition, further investigation needs to be conducted in various settings. Because only one school supplied most of the data for this investigation, there needs to be an examination of CBL type programs in several schools--continuation schools, comprehensive high schools, magnet high schools-- to focus in on what elements of CBL are effective in these settings.

The results of this brief study are not startling. That students want community experiences and value assistance by tutors has certainly been written about before (Goodlad, A Place Called School, 1984; The Forgotten Half: Pathways to Success for America's Youth and Young Families, 1988). However, that programs can combine the resources of JTPA funds, universities, and communities

to improve the educational offerings of secondary schools is somewhat unique and needs to be explored as one more way of reforming schools so that dropouts do not need to leave; we need to develop educational environments which simply promote learning and individual opportunity. Students in the program studied were not dropouts from life nor from learning; they only seemed to seek personal attention, individual opportunity to explore careers and options, and situations where they could feel and act like adults. The CBL program seems to be meeting many of these needs and concerns.

TABLES -- QUANTITATIVE DATA

MAGNET SCHOOL PROGRAM

<u>Group</u>	<u>Cases</u>	<u>Mean</u>	<u>Stand. Dev.</u>	<u>T-Val. 2-Tail</u>	<u>D.F.</u>	<u>2-Tail Prob.</u>
Total GPA						
1989						
CBL	49	1.79	.921	-4.11	85	0.000
Comp.	38	2.53	.677	-4.11	85	0.000
Total GPA						
1990						
CBL	54	2.50	.796	0.74	94	0.463
Comp.	42	2.37	.816	0.74	94	0.463
Change GPA						
CBL	49	.64	.835	5.02	85	0.000
Comp.	38	-.18	.637	5.02	85	0.000
Absence						
1989						
CBL	38	36.97	20.49	4.13	74	0.000
Comp.	38	21.34	11.11	4.13	74	0.000
Absence						
1990						
CBL	54	30.43	25.09	1.87	94	0.065
Comp.	42	22.14	15.91	1.87	94	0.065
Change ABS						
CBL	38	6.54	27.14	-2.435	74	0.048
Comp.	38	-.800	12.89	-2.435	74	0.048

STUDENT SURVEY RESULTS

Surveys (Exhibit A and B) were given to CBL students and comparison group students respectively to get feedback on perceptions of various program components and their influence on school retention and on learning. The following information reported represents the variables which were of major concern in the study. A full analysis is found at the end of this report.

CBL Survey Results

An eleven item survey was given to CBL students. The results reported here only refer to the first two questions on the survey which asked students to rank order program components.

Question 1a: 17 Respondents(8 were discarded, 4 NR)
Respondents were asked to rank order 14 components of the CBL program that help them to remain in school. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

		RANK
Class Assignments tied to field experiences:	80	6
College Tutors--assistance on school work:	92	2
Field Experiences in community:	134	1
Small Program size:	60	10
Counseling Services:	58	
Relationships with People at field sites:	83	4
Relationship with Classroom Teachers:	84	3
Relationship with college tutors/mentors:	69	8
Individualized Instruction tied to sites:	62	9
Teacher's Lectures:	36	
Athletic Programs:	19	
Social Environment:	81	5
Getting Good Grades:	76	7
Laws Requiring School Attendance:	34	

According to these results, field experiences are by far the biggest motivator for students in the CBL program to come to school.(Survey number is included in parenthesis following each response)

b) Below are listed the parts students selected as the most important to motivate them to remain in school, with accompanying explanations.

4 chose college tutors assistance on work:

1. Because the tutors are really there when you need them.(4)
2. Cuze they understand your problems and they have been through

what we're going through.(21)

3. Because that's what I think.(26)

4. Because the tutors are closer to our age and they have new ideas for things.(27)

3 chose field experiences in community:

1. You get experience on different jobs.(1)

2. For me the field sites show you the connection between school and work. You need to develop the sense of responsibility that the job sites provide.(5)

3. I enjoy my job. To do what it is I do, which is what I want to go into, I need a college degree.(28)

2 chose relationship with people at field site:

1. Because I know new people and get experience to communicate with many other persons. It is easier for me to learn.(22)

2a. Respondents= 15

Respondents were asked to rank order 14 components of the CBL program that help them to learn. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

		RANK
Class Assignments tied to field experiences:	56	7
College Tutors--assistance on school work:	91	1
Field Experiences in community:	71	2
Small Program size:	59	5
Counseling Services:	49	9
Relationships with People at field sites:	42	10
Relationship with Classroom Teachers:	57	6
Relationship with college tutors/mentors:	51	8
Individualized Instruction tied to sites:	70	3
Teacher's Lectures:	70	3
Athletic Programs:	34	
Social Environment:	60	4
Getting Good Grades:	29	
Laws Requiring School Attendance:	10	

Although these findings are not as dramatic as the previous findings(possibly due to respondent drop out), the assistance of college tutors is markedly the most significant component in helping students in CBL to learn, according to students. This is especially evident in question 2b.

Comparison Group Survey

A twelve item survey was administered to students in the comparison group (enrolled in the more traditional program of the magnet school).

Question 1a: 15 Respondents(2 were discarded)

Respondents were asked to rank order 10 components of their high school program that help them to remain in school. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

		RANK
Class assignments:	81	4
Homework:	59	7
Teacher's lectures:	59	7
Social environment (meeting with friends, etc.):	109	1
Athletic programs:	65	5
Relationships with teachers:	91	2
Relationships with counselors:	42	10
Individualized instruction:	56	8
Getting good grades:	88	3
Laws requiring school attendance:	58	6
Other (please state):	50	9
--Mother's encouragement		
--Family's encouragement		
--Would be bored at home		

b) For the part you selected as being the most important, describe why you believe it provides so much motivation.(Survey number in parenthesis before each response)

*4 chose social environment:

(3) Because I love being with my friends. Everyday I look forward to see my friends. I feel safe and not alone knowing I have real great, close friends that I know will care about me. They help me through good and bad times and also help me with school.

(4) I think it's important to have a nice social environment because you can help each other out with classwork and you can feel more motivated about yourself knowing you have someone around to help.

(8) Because I could get help understanding things that teachers can't explain clear enough. Besides it's fun.

(11) Without friends in school I would probably not attend school. They motivate you to stay in school. And a social environment relieves stress.

*5 chose getting good grades:

(1) I feel that getting good grades motivates me to come to school

Because I like to get good grades. I want to do the best I possibly can. Coming to school each day and participating will get me the grades I want.

(5) Because when I get up in age and apply for a job I don't(do?) want them to hire me. And so they won't say I'm not educated enough.

(6) Because it makes you know you're doing good.

(16) It gives me a good feeling of accomplishment.

(17) To look back at my accomplishments and see how I have improved.

Question 2a: 15 Respondents(2 were discarded)

Respondents were asked to rank order 10 components of their high school program that help them to learn. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey

		RANK
Class assignments:	128	1
Homework:	105	3
Teacher's lectures:	119	2
Social environment (meeting with friends, etc.):	74	5
Athletic programs:	50	8
Relationships with teachers:	85	4
Relationships with counselors:	48	9
Individualized instruction:	68	6
Getting good grades:	55	7
Laws requiring school attendance:	33	10
Other (please state):		

b) For the part you selected as the most important, please explain why you think it provides so much help.

*3 chose class assignments

(3) I think it provides a lot of help because doing class assignments are fun.

(5) Class assignments, because that's what helps me learn.

(6) Because they drill you on the subject.

*9 chose teacher's lectures

(1) Teacher's lectures help me learn because I'm a very good listener, when I hear lectures I learn(and) I remember what I am told.

(2) Because my teachers' lectures help me learn and they help me to look at things from a different point of view

(4) It provides help for me because when the teacher explains an assignment I'm able to understand things better.

(10) I learn easiest from teachers' lectures.

(12) I feel the teachers' lectures are important because if you miss a day you won't know what the teacher said word for word and if you are there you will understand more.

(13) Teachers' lectures help me understand more of what I am learning about.

(14) A teacher's lecture helps me to learn more because he explains easier the middle of his lectures.

(16) It is better than just reading the books without the teacher's input.

(17) Because when teachers lecture, I can learn from them, and they can answer questions.

COMMUNITY-BASED LEARNING SURVEY

COMMUNITY-BASED LEARNING SURVEY

The purpose of this survey is to understand how the Community-Based Learning Program(CBL) affects students. We need to discover, from you the CBL student, what parts of the program have had the greatest influence on you and what parts of the program need to be improved. Please answer the questions honestly, thinking about your response before you write on the paper. Use the back of the paper or additional sheets of paper if you need them for your response.

Your grade in school now: _____
Number of semesters in CBL programs: _____
Your age: _____
Your sex: Female ____ Male ____
Approximate grade point average (GPA): _____

1a) Below are listed several parts of the CBL program. Please consider which of these have helped motivate you to remain in school. Write the number 1 beside the part that provides the most motivation, number 2 beside the part that provides the second most motivation, and so on, until you have marked all the parts of the program that motivate YOU to stay in school. Please think about all the parts before you decide.

Class assignments tied to field experiences	_____
College tutors --assistance on school work	_____
Field experiences in community	_____
Small program size	_____
Counseling services	_____
Relationships with people at field sites	_____
Relationship with classroom teachers	_____
Relationships with college tutors/mentors	_____
Individualized instruction tied to field work	_____
Teacher's lectures	_____
Athletic programs	_____
Social environment	_____
Getting good grades	_____
Laws requiring school attendance	_____
Other (please state):	_____

b) For the part you selected as the most important, describe why you believe it provides so much motivation.

2a) This question is similar to the first question, but this time, please mark the parts of the program that help you to learn with a number. Please think about all the parts before you decide.

Class assignments tied to field experiences	_____
College tutors --assistance on school work	_____
Field experiences in community	_____
Small program size	_____
Counseling services	_____
Relationships with people at field sites	_____
Relationship with classroom teachers	_____
Relationships with college tutors/mentors	_____
Individualized instruction tied to field work	_____
Teacher's lectures	_____
Athletic programs	_____
Social environment	_____
Getting good grades	_____
Laws requiring school attendance	_____
Other (please state):	_____

2b) For the part you selected as the most important, please explain why you think it provides help.

3) How have the tutors(college students) been of help? What, if any, subjects have they helped you in this year. Please explain.

4) Describe one or two field sites. What did you do there and what did you learn? What was your relationship with the adults who supervised you?

5a) What did you like best about school before the CBL program?

b) Before the CBL program, what did you like least about school?

6) If you were asked to describe the good things about CBL, what would you say?

7a) If you were asked to describe the negative things about CBL, what would you say?

b) What do you think could be done to improve the CBL program next year?

8) What do you think of the program size? Has the size influenced your learning or your desire to stay in school?

9) How do you plan to use the knowledge gained in CBL in your near future?

10) After being in the program, what have you learned about your life and your values?

11) Have your parents commented about the program? If so, what have they said?

Thank you for completing the survey. Please provide any additional comments you might have about your high school, CBL, or this survey in the space below, or on the back.

COMPARISON GROUP SURVEY

HIGH SCHOOL PROGRAM SURVEY

The purpose of this survey is to understand from you, the student, what parts of your high school program have had the greatest influence on you and what parts need to be improved. Please answer the questions honestly, thinking about your response before you write on the paper. Use the back of the paper or additional sheets of paper if you need them for your response.

Your grade in school now: _____
Number of semesters at this school: _____
Your age: _____
Your sex: Female ☐ Male ☐
Approximate grade point average (GPA): _____

1a) Below are listed several parts of a high school program. Please consider which of these have helped motivate you to remain in school. Write the number 1 beside the part that provides the most motivation, number 2 beside the part that provides the second most motivation, and so on, until you have marked all the parts of school that motivate YOU to stay in school. Please think about all the parts before you decide.

Class assignments	_____
Homework	_____
Teacher's lectures	_____
Social environment (meeting with friends, etc.)	_____
Athletic programs	_____
Relationships with teachers	_____
Relationships with counselors	_____
Individualized instruction	_____
Getting good grades	_____
Laws requiring school attendance	_____
Other (please state):	_____

b) For the part you selected as being the most important, describe why you believe it provides so much motivation.

2a) This question is similar to the first question, but this time, please mark the parts of high school that help you to learn with a number. Please think about all the parts before you decide.

Class assignments	_____
Homework	_____
Teacher's lectures	_____
Social environment (meeting with friends, etc.)	_____
Athletic programs	_____
Relationships with teachers	_____
Relationships with counselors	_____
Individualized instruction	_____
Getting good grades	_____
Laws requiring school attendance	_____
Other (please state):	_____

b) For the part you selected as the most important, please explain why you think it provides so much help.

3) Have you received any tutorial help in subjects which were difficult? Who provided the tutoring and how was it helpful?

4) What do you like best about school?

5) What do you like least about school?

6) If you were asked to describe the good things about the best class or program you have been in, what would you say?

7) If you were asked to describe the worst class or program you were in, what would you say?

8) What do think should be done to improve your high school next year? Please state the problems and how you think they can be solved?

9) What do you think about the size of your high school classes? Has the size influenced your learning or your desire to stay in school?

10) How do you plan to use the knowledge gained in high school in your near future?

SUMMARY OF CBL SURVEY DATA

SUMMARY OF SURVEY DATA, VALLEY ALTERNATIVE HIGH SCHOOL

I. SUMMARY OF CBL SURVEY DATA

--Total respondents: 29

Grade level dispersion:

9th: 5

10th: 7

11th: 12

12th: 2

NR: 3

Semesters in CBL:

2 semesters: 29

Age Dispersion:

14: 2

15: 8

16: 8

17: 6

18: 3

19: 1

NR: 1

Sex:

Male: 15

Female: 14

Estimated GPA:

0.0-1.5: 1

1.51-2.0: 1

2.01-2.5: 1

2.51-3.0: 1

3.01-3.5: 4

3.51-4.0: 2

NR: 19

Question 1a: 17 Respondents(8 were discarded, 4 NR)

Respondents were asked to rank order 14 components of the CBL program that help them to remain in school. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

		RANK
Class Assignments tied to field experiences:	80	6
College Tutors--assistance on school work:	92	2
Field Experiences in community:	134	1
Small Program size:	60	10
Counseling Services:	58	
Relationships with People at field sites:	83	4
Relationship with Classroom Teachers:	84	3
Relationship with college tutors/mentors:	69	8
Individualized Instruction tied to sites:	62	9
Teacher's Lectures:	36	
Athletic Programs:	19	
Social Environment:	81	5
Getting Good Grades:	76	7
Laws Requiring School Attendance:	34	

According to these results, field experiences are by far the biggest motivator for students in the CBL program to come to school.(Survey number is included in parenthesis following each response)

b) Below are listed the parts students selected as the most important to motivate them to remain in school, with accompanying explanations.

1 chose Class Assignments tied to field experiences:

1. I want to learn more about my job site. I feel I could use it to my advantage in the future.(17)
2. NR

4 chose college tutors assistance on work:

1. Because the tutors are really there when you need them.(4)
2. Cuze they understand your problems and they have been through what we're going through.(21)
3. Because that's what I think.(26)
4. Because the tutors are closer to our age and they have new ideas for things.(27)

3 chose field experiences in community:

1. You get experience on different jobs.(1)
2. For me the field sites show you the connection between school and work. You need to develop the sense of responsibility that the job sites provide.(5)
3. I enjoy my job. To do what it is I do, which is what I want to go into, I need a college degree.(28)

2 chose relationship with people at field site:

1. Because I know new people and get experience to communicate with many other persons. It is easier for me to learn.(22)

3 chose relationship with teachers

1. Because they help you.(9)

2. Because my teachers help me with school and problems at home.(19)

3. Because if I didn't have a good relationship with them I wouldn't try because I wouldn't care.(23)

1 chose individualized instruction:

1. This type of program prepares you well for college with the individualized work, and the field sites get you ready for jobs in the real world. Both of these together work to prepare you for the future.(13)

1 chose Teacher's lectures:

1. NR

1 chose Athletic programs:

1. I believe athletic programs give motivation because many boys and girls like athletics, and it is an influence.(29)

3 chose social environment:

1. It motivates me because I love the environment in class. It helps me in looking forward to going to school.(8)

2. I work better when I don't have people angry at me or when I can just totally ignore them.(12)

3. Because you need to be educated to be atuned to the world and its problems.(14)

3 chose getting good grades:

1. Because it helps me get things I want at home and it give me priviledges to things at home.(25)

2. NR

3. NR

2a. Respondents= 15

Respondents were asked to rank order 14 components of the CBL program that help them to learn. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

	RANK	
Class Assignments tied to field experiences:	56	7
College Tutors--assistance on school work:	91	1
Field Experiences in community:	71	2
Small Program size:	59	5
Counseling Services:	49	9
Relationships with People at field sites:	42	10
Relationship with Classroom Teachers:	57	6
Relationship with college tutors/mentors:	51	8

Individualized Instruction tied to sites:	70	3
Teacher's Lectures:	70	3
Athletic Programs:	34	
Social Environment:	60	4
Getting Good Grades:	29	
Laws Requiring School Attendance:	10	

Although these findings are not as dramatic as the previous findings(possibly due to respondent drop out), the assistance of college tutors is markedly the most significant component in helping students in CBL to learn, according to students.

This is especially evident in question 2b.

2b. Below are the parts of the CBL program that students selected as the most important in helping them to learn, with accompanying explanations.(Survey number is in parenthesis following each response)

1 chose Class Assignments tied to field experiences:

1. School is to help you learn and get prepared for a job. So having clas assignments concerning the job I'll like really helped.(4)

6 chose College Tutors--assistance on school work:

1. Becuase the tutors help you on anything you need. (You can) work alone with them.(1)

2. The tutors have taught me more in one school year than other teachers in a few school years.(8)

3. Because the tutors are basically around your age group, I think it's alot easier to relate to them than alot of teachers. When they teach you, it's more like friends learning together than teacher and student.(13)

4. The tutors are a very important part of this program. They help the students with their work.(17)

5. Because tutors want to help and teachers have a long line of people, so the tutors help me most.(25)

6. The tutors already know it and they help us.(29)

2 chose Field Experiences in community:

1. NR

2. Like I said, you NEED to experience the workforce to see how it ties in with schoolwork.(5)

2 chose Small Program size:

1. Because you can learn better with(out) too much peple around.(9)

2. If I want to I can work independently and I can do the work when I want.(12)

2 chose Relationships with classroom teachers:

1. If you have a good relationship, you want to do well and learn more for them.(20)

2. I enjoy the relationship with my teachers and they encourage me.(28)

1 chose Individualized Instruction tied to field work:

1. Because I can use what I learn in a fun atmosphere and apply it to schoolwork without ever opening a book.(23)

2 chose Teacher's lectures:

1. Because my teacher is probably the best teacher in the school. She is one of the greatest instructors and very helpful in the classroom.(7)

2. It helped me in history.(21)

2 chose social environment:

1. NR

2. The field experiences make me feel good about myself because one day I can become a landscaper and make good money.(24)

1 chose getting good grades:

1. Because I work so hard at my work.(19)

3) R=24

How have the tutors(college students) been of help? What, if any, subjects have they helped you in this year. Please explain.(Number of survey is in parenthesis before each response)

(1) History, Health, Algebra, term paper.

(2) They have prevented me from getting bad grades in Algebra.

(4) The tutors have been most helpful to me in math and Spanish. Most of the time without asking they will come and help you.

(5) I really don't work with any of the tutors except Greg and Steve, and they have helped me tremendously on English.

(7) They have helped me in many subjects, Mary on my term paper, Greg in Algebra. Some other tutors have meant alot and helped me alot. In conclusion, I think that I have learned from them as much as they learned from me.

(8) Mainly math. This is my first year that I've understood math.

(9) Not really. I am more independent, but Nindy has helped me with my term paper.

(11) I finally got work done.

(12) Not specifically for me. I've only worked with Barbara and Sophie on Spanish.

(13) They've helped me mostly in Spanish and they've done a great job. They think of fun things to do instead of boring "normal" school work.

(14) It helps because there isn't that many teachers.

(15) They help me with Health, Biology, Geometry, and Spanish.

(16) In math and science.

(17) They have been a great help. They have helped me in Biology, History, and Math.

(19) Well I was getting a D in Algebra and one of the tutors told me to work at it and she helped. Now I'm getting a "B".

(20) Good.

(21) Well they help you in looking for info and how to fix your term papers.

(23) The tutors have been of help because they know alot of this already and can explain it well. I have been helped in History and

Physical Science.

(24) It will get you started on your way to what you do best, like for me, landscaping.

(25) They helped me be better in history and math and lots more things. I really love to work with Ben.

(26) Mendy has been a great help on my term paper. Steven has been a great help in Science and Algebra.

(27) Yes, they have helped with my Algebra, English, and my term paper.

(28) Geometry.

(29) Mary helped me achieve an A in Algebra, while last year I had a C.

4) R=19

Describe one or two field sites. What did you do there and what did you learn? What was your relationship with the adults who supervised you?

(1) My field site is Soccer West, a small business of soccer equipment.

(2) Majestic Pontiac. VA mechanic.

(3) KPFK: how a radio station works. VA: Physical Therapy.

(4) One of my field sites was at Congressman Beilenson's office. I learned a lot of secretarial work. The relationship I had with the supervisor was really good.

(5) I've been working at Olive View and basically I'm an ITC(Intermediate Typist Clerk) and sometimes I get to help the nurses. My relationship was fine and still is.

(8) I loved my field site(at a health food store). I learned about nutrition.

(9) Emelita Elementary school. I learned that the Los Angeles Unified school district needs a lot of work with kids. The relationship with the adults was not good.

(12) Classrooms, playgrounds, whatever is at an elementary school. One lady I couldn't stand the other I loved being around.

(13) I only worked at the Encino Chamber of Commerce. It was OK but boring. All I did was clerical work, but business isn't always going to be exciting. I got along pretty well with the women, but one was a little mean.

(15) I learn Biology. I work in a lab.

(17) I go to the VA.

(19) CSUN. I was a secretary. I learned how to type, help people and how they made money. The people who supervised me were very helpful and nice.

(20) V.A. Worked on sprinklers, fixed all the broken ones.

(21) I do carpentry and we do desks, doors, and mostly anything with wood.

(23) My field site was an office atmosphere at the V.A. It was very relaxed but always busy. My relationship with the adults is very good. Nobody treats me like I am below them.

(24) I watch the landscaping worker fit the sprinklers. One day I am going to be doing just that.

(25) V.A. Answered phone and I learned to do office processing.

(26) School. I learned that teaching is not easy. I had great

relationships.

(27) My field site is at a real estate appraiser's office. I type, copy reports, file, and answer the phone. I have a good relationship with them.

5a) R=21

What did you like best about school before the CBL program?

- (1) Talking and hanging with my friends.
- (2) Nothing really. Kicking it with my friends.
- (4) More leisure time.
- (5) The pre-college programs they offered. (ie., Future Scholars, CRP--College Readiness Program, Misc.)
- (8) Friends.
- (9) Nothing. I hated school.
- (11) Teachers.
- (12) The teachers I had and most of the people in my classes.
- (13) I was with different people every period, not with just the same people.
- (14) Friends
- (15) The only thing I liked about school was it was a place to see my friends.
- (17) Nothing really
- (19) Really not much because I was getting bad grades.
- (20) Nothing.
- (21) Going home and playing around.
- (23) Health class.
- (24) Nothing.
- (26) I liked that they turned in the report cards early.
- (27) I didn't like anything, because it was too boring.
- (28) The bell to go home.
- (29) I did not come here before.

5b) R=19

Before the CBL program, what did you like least about school?

- (1) The teachers, and the same thing over and over.
- (2) The teachers.
- (4) Not having enough time to do my work.
- (5) The way the teachers taught. (They) threw a book in your face and said, "Read, answer chapter questions."
- (8) Work.
- (9) Math, Science.
- (11) Teachers.
- (12) Being rushed to do the work.
- (13) The teachers didn't know so much about you.
- (14) Nothing.
- (17) Coming to school.
- (19) Everything. Mostly the teachers.
- (20) Nothing.
- (21) Waking up early, and teachers.
- (23) Too structured, same classes every day.
- (24) Math, science.
- (26) They didn't give us independence.
- (28) Everything.
- (29) Too many classes.

6) R=21

If you were asked to describe the good things about CBL, what would you say?

- (1) Fieldsite, doing your work whenever you want, and having the tutors help you.
- (2) The tutors and the concern the teachers have.
- (3) You have fun.
- (4) Freedom, individuized time with a tutor, a lot of good field trips.
- (5) The people who attend CBL are really supportive of each other. It helps when you all work together and get things done.
- (8) Communication is good.
- (9) The teachers help you alot and care, like Norah.
- (11) Tutors really help people with a procrastination problem.
- (13) It's a good college-prep experience and it's like a home atmosphere.
- (14) Friends and a different way of learning.
- (15) That you get to go to job sites twice a week and you get to work at your own pace.
- (17) The individual attention all the students receive. It helps you learn if you have more attention.
- (19) That you get alot of help and you get the opportunity to go out on a job.
- (20) It is good for any worker.
- (21) Patients and teachers.
- (23) Good teachers/tutors. Relaxed atmosphere. Individual projects. Creative freedom.
- (24) That everything that I couldn't do I can do now.
- (26) The dependence. The attention.
- (27) It helps you to get a start on your future. When you go to a job site and find out you don't like it then you can try something else.
- (28) job site and freedom.
- (29) The freeness to do any work you want.

7a) R=20

If you were asked to describe the negative things about CBL, what would you say?

- (1) A little disorganized.
- (2) They keep the class messy.
- (3) You don't learn enough.
- (4) A little too much playing around.
- (5) Some of the people screw around too much.
- (8) Be more strict.
- (11) The job site.
- (13) A lot of people goof around and don't give it their all. Sometimes people have gotten things stolen when they left their things in the room.
- (14) Nothing.
- (15) That they give too much work and so little time to finish it.
- (17) The students don't give the tutors and teachers the respect they need.
- (19) How the students talk to the teachers.

- (20) When people bug you.
- (21) (illegible)
- (23) (I) missed some lectures because of job site. Class can get noisy.
- (24) Nothing.
- (26) The field site but in another is good.
- (27) Instead of giving us work for 5 weeks they should give us work for one week at a time.
- (28) Not organized enough.
- (29) No negatives.

7b) R=20

What do you think could be done to improve the CBL program next year?

- (1) Be more organized and more teachers and tutors.
- (2) Be more organized.
- (3) More teachers. Not fake ass tutors.
- (4) More positive students.
- (5) More work needs to be done! More time needs to be spent on activities concerning the worksites.
- (8) I don't know.
- (11) Get rid of the job site.
- (12) Not sure.
- (13) Not let 9th graders in; they're too immature.
- (14) More organizing.
- (17) The teachers and tutors should be more strict.
- (19) Nothing because it is very good now.
- (20) Let everyone work for themselves or by themselves.
- (21) (illegible)
- (23) Have one room quiet, the other not so quiet. Have an individual meeting once a month to make sure everything is going okay with job site/school work.
- (24) Is to do the work.
- (26) I think it's perfect.
- (27) Same as 7a.
- (28) I don't know.
- (29) More variety of jobs.

8) R=20

What do you think of the program size? Has the size influenced your learning or your desire to stay in school?

- (1) No, because on Tuesdays and Thursdays only like 25 students come because they are on field site.
- (2) I approve. Yes.
- (4) Yes because the size is not as (big as) regular programs, only on Friday.
- (5) I think the program size is just great. There's just enough people to get done what needs to be done. Yes!
- (8) Yes, I like smaller classes.
- (11) Desire to stay in school increased.
- (12) Love it (arrow to first part). Some (arrow to second part).
- (13) I think if it was a little smaller, we'd be able to get more done, but it really hasn't effected me.
- (14) It's alright.

(15) Well yes because in regular programs people(teachers) didn't even notice you but here it's small enough to where they realize when you're gone.

(17) Yes, because now I have something to look forward to when I come to school.

(19) It doesn't matter because everyone gets help. Yes because I learn more.

(20) A little too many. Maybe.

(21) It's OK. NO!

(23) The program size is good even though not everybody knows everybody. The size has influenced me to learn because I can concentrate more.

(24) It's OK.

(26) I think it's okay.

(27) I like the size because it's small and the tutors have more time for you.

(28) No.

(29) The size is fine.

9) R=20

How do you plan to use the knowledge gained in CBL in your near future?

(1) Here in CBL you get experience in jobs and filling applications, that will help you in the future.

(2) The work experience.

(4) I plan to use some of the techniques I learned such as how to study by my self and be independent.

(5) It will be put to use in college and work force in years to come.

(8) I'm going to college.

(11) I don't know.

(12) Getting a job helping kids.

(13) I plan to go to college and use my independent study skills to get my work done.

(14) When I work.

(15) In college.

(17) Be advancing to a four year college.

(19) Well to use it in the secretarial career field.

(20) Apply for a sprinkler.

(21) Don't know.

(23) I can write a resume and cover letter which I may use and I have learned to get along with people I usually can't tolerate.

(24) Is to go to a trade school, take up landscaping, so I can work as one.

(26) I think of more people.

(27) Not sure.

(28) I want to do what I do at my job site and this is giving me the experience.

(29) To use it while getting a job or maintaining it.

10) R=16

After being in the program, what have you learned about your life and values?

(2) I believe I can be successful.

- (4) That you have to be responsible.
- (5) That I know I can do what I set my mind to.
- (8) I'm smarter than I thought.
- (11) My values are not straight.
- (12) I've learned that I care alot for kids and their welfare and want to put them first in my concerns.
- (14) Nothing really.
- (15) Values and goals are important.
- (17) I've learned how to be more mature and I've learned to be more responsible.
- (19) That school can be some help. At this school in the CBL program you get more accomplished.
- (21) Don't know.
- (24) That I said that I couldn't do the work and then when I went to the CBL class I can do the work really good.
- (26) I learn that I can do better to my life.
- (27) Not sure.
- (28) Nothing.
- (29) I learned I was lazy but responsible.

11) R=17

Have your parents commented about the program? If so, what have they said?

- (2) No.
- (5) No.
- (8) No.
- (11) No.
- (12) No.
- (13) They think it's a good experience.
- (14) No.
- (17) Yes. My mother wants me to stay in the program. She says I'm more mature now.
- (19) Yes, that al my grades have improved a lot because of the program.
- (20) No.
- (21) No!
- (23) My mom likes it because it is small and individualized.
- (24) They said that it is a very good program to be into.
- (26) They think it's a good program.
- (27) Yes, they like it because you get a chace to see what the world is like and what is out there.
- (28) My parents like the program.
- (29) They have liked it.

Comments:

- (5) It's great!
- (19) Only that more schools should have CBL programs.
- (24) That I think this is a good school to go to because of the CBL program.
- (26) I think this is not necessary.

SUMMARY OF COMPARISON GROUP RESULTS

SUMMARY OF RESULTS OF COMPARISON GROUP SURVEYS

~Total respondents: 17

Grade level dispersion:

7th: 1
8th: 2
9th: 6
10th: 6
11th: 1
12th: 0
NR: 1

Semesters at this school:

1: 1
2: 5
4: 1
5: 1
6: 2
8: 3
10: 1
14: 1
NR: 2

Age Dispersion:

13: 2
14: 6
15: 4
16: 5

Sex:

Male: 5
Female: 11

Estimated GPA:

0.0-1.5: 0
1.51-2.0: 3
2.01-2.5: 1
2.51-3.0: 6
3.01-3.5: 1
3.51-4.0: 2
NR: 4

Question 1a: 15 Respondents(2 were discarded)

Respondents were asked to rank order 10 components of their high school program that help them to remain in school. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey:

		RANK
Class assignments:	81	4
Homework:	59	7
Teacher's lectures:	59	7
Social environment (meeting with friends, etc.):	109	1

*2 chose other:

(2) Because I love my mother and she would be disappointed with me if I dropped out of school.

Question 2a: 15 Respondents(2 were discarded)

Respondents were asked to rank order 10 components of their high school program that help them to learn. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey

		RANK
Class assignments:	128	1
Homework:	105	3
Teacher's lectures:	119	2
Social environment (meeting with friends, etc.):	74	5
Athletic programs:	50	8
Relationships with teachers:	85	4
Relationships with counselors:	48	9
Individualized instruction:	68	6
Getting good grades:	55	7
Laws requiring school attendance:	33	10
Other (please state):		

b) For the part you selected as the most important, please explain why you think it provides so much help.

*3 chose class assignments

(3) I think it provides a lot of help because doing class assignments are fun.

(5) Class assignments, because that's what helps me learn.

(6) Because they drill you on the subject.

*9 chose teacher's lectures

(1) Teacher's lectures help me learn because I'm a very good listener, when I hear lectures I learn(and) I remember what I am told.

(2) Because my teachers' lectures help me learn and they help me to look at things from a different point of view

(4) It provides help for me because when the teacher explains an assignment I'm able to understand things better.

(10) I learn easiest from teachers' lectures.

(12) I feel the teachers' lectures are important because if you miss a day you won't know what the teacher said word for word and if you are there you will understand more.

(13) Teachers' lectures help me understand more of what I am learning about.

(14) A teacher's lecture helps me to learn more because he explains easier the middle of his lectures.

(16) It is better than just reading the books without the

Athletic programs:	65	5
Relationships with teachers:	91	2
Relationships with counselors:	42	10
Individualized instruction:	56	8
Getting good grades:	88	3
Laws requiring school attendance:	58	6
Other (please state):	50	9
--Mother's encouragement		
--Family's encouragement		
--Would be bored at home		

b) For the part you selected as being the most important, describe why you believe it provides so much motivation. (Survey number in parenthesis before each response)

*2 chose class assignments:

(9) Learning is what school is about--class work help me learn a lot!

(14) I think class assignments are the most important thing because you learn more inside of school from the assignment and the teacher.

*4 chose social environment:

(3) Because I love being with my friends. Everyday I look forward to see my friends. I feel safe and not alone knowing I have real great, close friends that I know will care about me. They help me through good and bad times and also help me with school.

(4) I think it's important to have a nice social environment because you can help each other out with classwork and you can feel more motivated about yourself knowing you have someone around to help.

(8) Because I could get help understanding things that teachers can't explain clear enough. Besides it's fun.

(11) Without friends friends in school I would probably not attend school. They motivate you to stay in school. And a social environment relieves stress.

*1 chose athletic programs:

(7) Because I love basketball and to play.

*5 chose getting good grades:

(1) I feel that getting good grades motivates me to come to school because I like to get good grades. I want to do the best I possibly can. Coming to school each day and participating will get me the grades I want.

(5) Because when I get up in age and apply for a job I don't (do?) want them to hire me. And so they won't say I'm not educated enough.

(6) Because it makes you know you're doing good.

(16) It gives me a good feeling of accomplishment.

(17) To look back at my accomplishments and see how I have improved.

*1 chose laws requiring school attendance:

(15) They make me.

teacher's input.

(17) Because when teachers lecture, I can learn from them, and they can answer can answer questions.

*1 chose social environment

(8) Same as #1.

*1 chose athletic programs

(7) Because I'll acheive my NBA goals.

*1 chose relationship with teachers

(11) Teachers influence alot, so they make learning a fun experience.

*1 chose individualized instruction

(9) When I get individual help, I understand more and usually they help me at a slower pace.

*1 chose laws requiring school attendance:

(15) They make me.

3) Have you received any tutorial help in subjects which were difficult? Who provided the tutoring and how was it helpful?

(1) Sort of. I got help from a friend.

(2) No!

(3) My friend would and still does help me in one of my subjects at school alot. It helps me get better grades.

(4) No.

(5) Algebra. The teacher is very helpful.

(6) No.

(7) Sometimes, teachers.

(9) No.

(10) No.

(11) No.

(12) No.

(13) No.

(14) I never had a tutor in any subject. The only help I got was from the teacher explaining.

(15) No.

(16) No.

(17) No.

4) What do you like best about school?

(1) The learning experience.

(2) Being with my friends.

(3) Friends and teachers.

(4) I like most of the teachers because they are really fun to be with.

(5) English, History, because of the teachers and how they teach.

(6) Math.

(7) Everything.

(8) Meeting friends and teachers.

(9) Just being here, learning something new and seeing my friends.

- (10) The fact that you get to learn knowledge and become a better person.
- (11) That it is a challenge, like a game, you win or lose.
- (12) When the teacher is giving a lecture and everyone joins in it, and just have a good time.
- (13) Being there to learn.
- (14) I like to learn math, English, science. All my classes are good but those are the(most) important.
- (15) Lunch.
- (16) I like the teachers.
- (17) I like bugging the teachers, and it is fun.

5) What do you like least about school?

- (1) Algebra.
- (2) Getting up in the morning.
- (3) Homework and tests!
- (4) Homework.
- (5) P.E.
- (6) English.
- (8) When teachers yell at me! For stupid reasons.
- (9) Getting too much homework.
- (10) Homework.
- (11) Attending it.
- (12) Getting up in the morning, (and) when people don't get along.
- (13) Getting out late.
- (14) I don't like when we don't do work or when the teacher doesn't explain to me. That's all because I really like school.
- (15) Classes and getting up in the morning.
- (16) The tests.
- (17) Science class. It is very dull.

6) If you were asked to describe the good things about the best class or program you have been in, what would you say?

- (1) The best class is English and the good things are the essay writing and other things I've learned.
- (2) It was fun, interesting, alot of discussion.
- (3) English and world history.
- (4) World History.
- (7) That they're helpful.
- (8) It was understanding.
- (9) I like my World History class because the teacher is really cool and really cares about us.
- (10) Learning a foreign language is important to me because you can communicate you ideas to people of other cultures.
- (11) The teachers and environment is so great.
- (12) Health. It was really fun, understandable, and the teacher was great because we culd really relate to her.
- (14) Math is the best class I've been in this year, because I like the way he explains and he gave us good, easy, and hard assignments.
- (15) It was fun. The teacher let me do whatever I wanted.
- (16) It was fun while being very educational. It mixes fun with

*2 chose other:

(2) Because I love my mother and she would be disappointed with me if I dropped out of school.

Question 2a: 15 Respondents(2 were discarded)

Respondents were asked to rank order 10 components of their high school program that help them to learn. Responses were tabulated by frequency, and weighted from 10 points for the highest response, to 1 point for tenth most important component. Below are the totals for each component, in order of appearance on the survey

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